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ABSTRACT

This report describes the development of a flexible model program of instruction that included curriculum elements, training objectives, instructional methods and procedures, and measures for evaluating both individual trainee needs and training achievement for Work Incentive Orientation Training. The research is part of an effort to prepare unemployed people for job entry. The instructional program covers 18 major areas of employability orientation; a small study of the effectiveness of training in one of the areas--vocational assessment--is reported herein. (Author)

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Development of a Program of Instruction for WIN Employability Orientation

William C. Osborn, G. Gary Boycan, and
Donald F. Haggard

HUMAN RESOURCES RESEARCH ORGANIZATION
330 North Washington Street • Alexandria, Virginia 22314

February 1972

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Development of a Program of Instruction for WIN Employability Orientation

**William C. Osborn, G. Gary Boycan, and
Donald F. Haggard**

**HumRRO Division No. 2
Fort Knox, Kentucky
HUMAN RESOURCES RESEARCH ORGANIZATION**

February 1972

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PREFACE

This report results from a study conducted by the Human Resources Research Organization for the U.S. Department of Labor. The objective of the study was to provide a flexible model of a program of instruction for WIN Orientation Training and to estimate the training effectiveness of one section of the program concerned with vocational assessment. The study was based upon a nationwide survey of WIN teams to determine the employability needs of enrollees. Critical needs were then stated as training objectives and a flexible model program was developed to provide instructional goals, methods, procedures, and tests for 18 training topics. The program is published separately as an instructors' manual. Finally, a section of the program dealing with vocational assessment was presented in a WIN program to estimate its effectiveness and to determine the capability of the WIN instructor in utilizing the program guides.

The study was performed by HumRRO Division No. 2, Fort Knox, Kentucky, under the sponsorship of the Manpower Administration, U.S. Department of Labor (Contract No. 51-49-70-06). Dr. Donald F. Haggard, Director of the Division, was the Project Director; Mr. William C. Osborn was the Principal Investigator. The project staff included Mr. G. Gary Boycan, Dr. Ronald W. Spangenberg, Mr. John D. Engel, Mr. Willard H. Pratt, and Mr. Eugene H. Drucker.

Appreciation is expressed to the Regional Manpower Administrators, their WIN Specialists, and the State WIN Coordinators for assisting in the delivery and return of numerous mail questionnaires; to the local WIN teams for providing a conscientious and studied evaluation of long lists of trainee needs; and to the staff of the Louisville Employment Service WIN Program for providing valuable guidance during the planning and progress of the study.

Meredith P. Crawford
President
Human Resources Research Organization

SUMMARY AND CONCLUSIONS

PROBLEM

As part of an effort to prepare the unemployed and unemployable for job entry, the WIN Program is endeavoring to improve its employability orientation component. The effectiveness of this component has been in question, but evaluation is difficult without a better understanding of the precise objectives it is to meet. Moreover, wide variation in the degree and methods of use of Orientation Training by WIN Projects has been noted; thus, systematically developed guidelines were needed.

OBJECTIVES

This study was to produce specific guidelines for use by the WIN Project staff in developing and conducting their Orientation Training. The guidelines were to take the form of a flexible, model program of instruction that included curriculum elements, training objectives, instructional methods and procedures, and measures for evaluating both individual trainee needs and training achievement. General guidance was to be provided for implementation of the proposed program. In addition, a small study of the effectiveness of training in vocational assessment was to be conducted.

APPROACH

The study began with an analysis of WIN goals from which preliminary estimates of trainee performance requirements were inferred. These performance requirements were then presented for evaluation to the WIN staff on a nationwide basis. Results of the survey were used in further refining estimates of training needs, and in preparing training objectives from which development of an instructional program proceeded. Detailed instructional goals, methods, procedures, and tests were prescribed. In addition, specific guidance was developed for selecting and organizing instructional units based on enrollee training needs. As a final step, instructional units pertaining to vocational assessment were tested on a sample of Orientation trainees.

RESULTS

The study produced an instructional program covering the following 18 major areas of employability orientation:

- Food
- Clothing
- Health
- Child Care
- Family Relations
- Money Management
- Community Resources
- Self Concept
- Vocational Goals
- Grooming and Hygiene
- Job Searching
- Job Application
- Test Taking
- Job Interviewing
- Job Assessing
- Job Performance
- Employee Relations
- Company and Union Policies

From one to nine instructional units were developed for each area. The instructional units contained:

- Terminal training objectives with component skills and knowledge.
- Instructional goals.
- Recommended instructional methods and media.
- Suggested instructional procedures.
- Illustrations of selected training materials.
- Trainee performance tests.
- Content references.

To assist project administrators in planning local Orientation Training the following were provided:

- A summary of enrollee training needs of demonstrated nationwide relevance.
- A pretest of enrollee training needs covering 11 of the 18 areas.
- A suggested instructional sequence scheduling the 59 instructional units over a 20-day orientation period.

A small field test of the vocational assessment training produced little overall improvement in enrollee job selection capability, with the exception of a significant increase in awareness of personal strengths and weaknesses. However, the training did appear to provide the knowledge of personal and job characteristics required to actively, and effectively, participate with the WIN Counselor during the vocational selection decision process.

CONCLUSIONS AND IMPLICATIONS

It should be noted that the present study was basically developmental and that the products, with the exception of the vocational assessment units, were not field-tested. Therefore, few empirically based conclusions and implications can be drawn. However, during the course of the study, HUMRRO scientists visited local WIN Projects, spoke with the staff in others, and received considerable descriptive information concerning Orientation Training programs from across the country. On this basis, many impressions were formed, which, while subjective, are worthy of mention. These are presented as observations following the empirically based ones below.

Conclusions Based on Formal Findings of Study

- Program characteristics vary widely but the "typical" Employability Orientation component includes 13 enrollees who spend 5 hours per day over 12 days of training.
- Orientation instructors, while having Employment Service classifications, have had very little training or experience in vocational counseling or enrollee characteristics. Nor are they experienced instructors. The former lack appears to be lessening through in-service training programs and part-time educational activities, however, a definite lack of training relevant to instructional methods and practices appears to continue.
- There is a dearth of administrative systems with respect to the training itself. Programs of Instruction consist mostly of sketchy subject matter lists and few

efforts are made toward evaluating training effectiveness. As a result there is little consistency in instruction or continuity between instructors and quality control is difficult, if not impossible.

- Most programs are based upon presumed trainee needs, although there has been little attempt to determine the validity of these presumptions. Furthermore, needs have not been translated into firm instructional objectives. For example, many programs state a need for instruction in such topics as law enforcement, health practices, and child care. Specialists in these areas (e.g., policemen, doctors, social workers) are obtained to provide this instruction. However, without explicit objectives to provide guidance for the presentation, much of the instruction is irrelevant to the stated needs of the enrollee.
- Orientation training needs of greatest nationwide importance are the areas of self-esteem, desire to obtain employment, awareness of personal strengths and weaknesses, job application, and awareness of work standards.
- Areas of lowest need include securing food stamps or surplus commodities, finding a suitable place to live, securing medical services, transportation (other than in relation to job travel), and grooming (other than as a specific work standard).
- Most programs are heavily oriented toward a lecture presentation of information—a most ineffective training method for this type of trainee. Instruction based on small group discussion-conference methods is likely to be much more effective.
- Instruction is now chiefly concerned with providing information. Little instruction is given in the use of that information. It was indicated that, for many areas, enrollees possess much of the information but need instruction in methods for using the information and practical exercise with these methods.
- Use of instructional procedures developed in this study for vocational assessment may lead to improved enrollee awareness of personal strengths and weaknesses. This appears to provide both a basic knowledge and motivation to participate actively in vocational assessment.
- On the basis of the trial implementation of vocational assessment units, it appears that the instructional program can be easily utilized by Orientation instructors. However, as with most innovations, some technical assistance and motivation may be necessary.

Impressions Based on Informal Observations During Study

- Overall, enrollee groups were composed of equal numbers of volunteers and recruits. Regardless of the reason for entering the program, however, most enrollees were highly motivated toward obtaining training and later employment—they did have a desire to work. However, one might question the validity of such a desire for an enrollee with no previous work experience and therefore no basis for knowing specifically what “to work” actually means. It would seem necessary that, as this knowledge is provided in the various components of the WIN program, an accompanying, organized effort be made to maintain the desire to work at this initially high level.
- A significant ingredient that appears to be lacking in Orientation Training is an exposure to *positive* aspects of employment. Enrollees are given ample exposure

to what they must surely view as negative aspects of the work environment—punctuality, observing work rules, following instruction, and so forth—but training is not expressly engineered to allow them to experience any positive benefits of work, such as pay, respect, or accomplishment. From the standpoint of effective learning, this would seem imperative for trainees with little actual work experience.

- Substantial increases in trainee participation and responsibility in the instructional process should improve motivation and, hence, achievement.
- Unless special training has been given WIN instructors, it is doubtful that they can effectively use small group training techniques. Considering the importance of these techniques to many areas of Orientation, it would be advisable for instructors to receive such special training.
- The possibility should be explored of using enrollees, who have completed Orientation and are in a holding status, as assistant instructors. They should be most useful in facilitating an early group acceptance of and involvement in an interactive training environment. Also, the possibility should be explored of using them where appropriate as peer instructors—an approach that can benefit both peers, trainee and trainer.
- A special Orientation Training program should be designed for the functionally illiterate. The program developed here assumed functional literacy (read and write at fifth-grade level or above). If illiterate enrollees are allowed to enter, they will likely fail—an all too familiar experience for them and one that subverts the program.

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Development of a Program of Instruction for WIN Employability Orientation

**"To be important someday to someone"
—Goal expressed by a WIN enrollee**

Chapter 1

INTRODUCTION

BACKGROUND

The Work Incentive Program (WIN) was established in accordance with the provisions of Title IV, Part C, of the Social Security Act (1). Under this act, the Secretary of Labor is charged with the responsibility of establishing work incentive programs that provide the following priorities of service to Assistance to Families with Dependent Children (AFDC) recipients referred to the Employment Service by Public Assistance:

- (1) To locate suitable employment or on-job training opportunities for individuals identified as job ready.
- (2) To ensure the necessary form of training, ranging from general work orientation to specific skill training, that is likely to lead to regular employment.
- (3) To provide employment opportunity through specialized work projects for individuals for whom jobs in the regular economy cannot be developed.

Before entering one of these components, provision is made for enrollees to begin their WIN participation with two to four weeks of Orientation Training. In this component they may receive a variety of employability-related topics, including job interviewing, application writing, employer - employee relations, grooming and hygiene, and vocational assessment.

Early administrative (2) and technical (3) guidance was provided to help WIN Projects establish Orientation Training; however, indications are that the training is neither widely nor effectively used (4). At the time this observation was made, many WIN Projects were still in the formative stage and administrative preparations for delivery of the three priority services were foremost, which may account for the limited use of Orientation Training. Lack of effective use is another matter.

Ineffective training is attributable to one of two causes: It is either being poorly conducted, or it is covering the wrong topics. Which is the case for WIN Orientation is still a matter for speculation. A major difficulty lies in attempting to separate the two. Remedial actions may be focused on improved delivery of training by increasing resources, upgrading instructors, improving methods, or extending training time. If training is being directed at unimportant or irrelevant skills, little benefit will be forthcoming in terms of ultimate job achievement of trainees. Clearly, any effort to improve training should begin by verifying the relevance of training content.

Relevant content for employability training is obviously a source of mixed opinion. Most programs differ to some degree, and a few to a wide degree. Three general themes seem to account for most of the variation among employability orientation programs, particularly for the disadvantaged or so called "hard-core": (a) vocational assessment, which is to enable trainees to choose and follow a realistic vocational path; (b) world-of-work training, which focuses on the development of specific skills necessary for successful entry to the job environment; and (c) self concept development, which (based upon the well-documented relationship between self-esteem and achievement, 5, 6, 7) attempts to increase chances of a successful adjustment to the work environment by enhancing self-esteem. Empirical evaluations of these approaches are difficult to find, although one

study comparing the latter two concluded that direct work-related orientation was more successful than a quasi-therapeutic problem-related orientation (8). The issue may not be which approach is better, because all can be persuasively defended on theoretical grounds. Rather, it is likely that some combination would prove the most effective, or that approaches may be differentially suited to various types or levels of the disadvantaged population.

Before training techniques can be seriously debated, it is necessary to first define—in terms of explicit trainee behaviors—just what the objectives of training are. A developmental approach that has been widely demonstrated in a variety of training and educational settings (9, 10) is based upon a growing awareness of the importance of identifying the skills, knowledge, and attitudes that underlie or enable the demonstration of successful performance in any endeavor. The usefulness of this approach in the design of training for low aptitude or marginally trainable populations has been investigated (11). Individuals possessing a higher level of education and more cultural experience can adapt to the job environment more easily because they can generalize, and often have a broader base of experience from which to do so. Thus, they can anticipate or infer underlying requirements of the job without having them made explicit. On the other hand, the slower, less educated, and culturally inexperienced individual does not have this capacity. Therefore, it becomes imperative that no aspect of the job environment, implicit or otherwise, be overlooked in preparing this individual for employment.

Success of the WIN Program will depend largely upon realizing the potential value of Orientation Training. Improvements must begin with a broad analysis of Orientation Training needs, proceed through a careful analysis of enrollee performance requirements deriving from these needs, and culminate in the development and evaluation of techniques to meet these needs.

OBJECTIVES

The purpose of the present study was to develop specific guidelines for WIN Orientation Training. Guidelines were to encompass the development of a flexible “model” program of instruction that included training objectives, proposed curricula, recommended methods of training, instructional outlines, and measures for training evaluation. Training method recommendations in the area of vocational assessment were to be supported by an independent study of their effectiveness in exposing enrollees to the analysis and selection of jobs.

PROCEDURES

The work was carried out in six interrelated phases:

- (1) WIN Program goals and goals of the Orientation Training component were analyzed in an effort to determine a conceptual basis for deriving subject matter areas and preliminary estimates of enrollee performance requirements.
- (2) Next, these performance requirements were presented for evaluation by experienced WIN staff in a nationwide survey of Orientation Training needs.
- (3) Survey results indicating important enrollee training needs were then used in the formulation of terminal training objectives and enabling skill and knowledge requirements.
- (4) Terminal training objectives were translated into instructional goals that guided the development of instructional methods and procedures. Also in

this phase, guidelines were prepared for determining curriculum needs at the local level.

- (5) Based upon the training objectives, instruments were then developed for use in training evaluation. These included both pretests of enrollee training needs and post-training performance tests of trainee achievement.
- (6) The instructional package developed earlier for vocational assessment was empirically tested on a sample of local Orientation trainees.

Specific procedures for accomplishing each phase of the study are discussed in this report. The remaining six chapters in the report correspond to phases of the study mentioned.

Chapter 2

ANALYSIS OF ORIENTATION TRAINING GOALS AND ENROLLEE BEHAVIORAL REQUIREMENTS

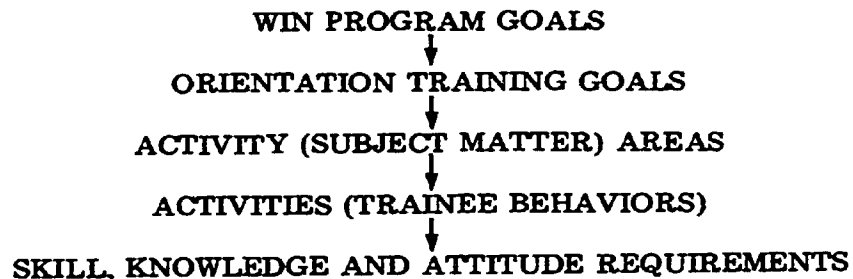
To begin the definition of objectives for WIN Orientation Training, it was necessary to look at the broad goals of the WIN Program, and from this vantage, to obtain a perspective on the Orientation Training Component and its goals. This type of approach ensures that the detailed training requirements later emerge as functional derivatives of overall WIN Program goals.

The initial stage of the project was to:

- (1) Identify Orientation Training Goals, which would provide a conceptual framework for the identification of subject matter areas and specific enrollee behavioral requirements.
- (2) Develop a Preliminary List of Behavioral Requirements, which could then be further analyzed and evaluated by WIN specialists nationwide as a basis for preparation of training objectives.

PROCEDURE

This diagram illustrates the sequence and scope of analysis carried out in the initial stage of the project.



The first three levels of analysis were accomplished primarily through a review of program guidelines contained in U.S. Department of Labor (DOL) and U.S. Department of Health, Education, and Welfare (HEW) documents (2, 12), and, secondarily, through discussions with WIN specialists in Kentucky. Orientation goals were identified and their content analyzed to determine the general learner experiences encompassed by each. Based on these judgments, specific subject matter areas were identified and grouped in terms of the broad goals toward which training content should be directed.

The last two levels of analysis (activities and skill, knowledge and attitude requirements) began with reviews of a wide variety of substantive literature¹ pertaining to subject matter areas. Lists of activities and enabling requirements identified in this manner were then evaluated and revised through interviews with state and local WIN specialists in Kentucky.

¹ These were chiefly "how-to-do-it" pamphlets and books published by various governmental and private organizations. Many are listed as references in a companion report for this project, "An Instructional Program for Employability Orientation" (13).

RESULTS

Orientation Training Goals

Desired outcomes, both stated and implied, of the WIN Program were identified through an examination of program policies and operations at the federal, state, and local levels. In considering a useful way of organizing the outcomes into goal statements, certain guidelines were followed:

- The goal statements should make it possible to account for all program activity related to Orientation Training.
- Goal statements need not account for program activity outside the Orientation Training component.
- Goal statements must reflect desired impacts on the enrollee that are in any part to be achieved through Orientation Training.
- Goal statements should lead to a minimum of overlap of implied behavioral areas.
- Goal statements must be meaningful to WIN staff members.

Although there no doubt are other ways of organizing to reach the implicit and explicit outcomes of WIN Orientation Training, the goal statements shown in Figure 1 appeared to meet the guidelines. An overall goal and four subgoals were proposed. The implied relationship among subgoals is also indicated in Figure 1—first, the enrollee must be able to cope with the home environment; then be able to realistically assess her or his vocational goals; then be able to obtain an appropriate job; and, finally, be able to perform successfully within a vocation. From this conceptual framework, it was possible to begin identifying activity or subject matter areas along with component behaviors that should be required of WIN enrollees on completion of Orientation Training.

Orientation Training Goals

Overall Goal

Increase awareness, understanding and development of attributes, other than job skill, which are necessary to obtain and, commensurate with ability, hold a job and advance within a career field.

Subgoal I

To enable an enrollee to meet home and family responsibilities so that he is able to attend to the demands of employment.

Subgoal II

To enable an enrollee to develop an understanding of factors affecting career choice and to acquire attributes prerequisite to the attainment of employment goals.

Subgoal IV

To enable an enrollee to sustain employment and, commensurate with ability, advance within a chosen field.

Subgoal III

To enable an enrollee to seek and obtain full-time employment appropriate to capabilities and career expectations and interests.

Figure 1

Tentative Areas of Activity and Enrollee Behavior

For convenience in identifying a preliminary list of enrollee behaviors required in meeting Orientation Training goals, the concept of "areas of activity" was introduced. An area of activity was intended to encompass all activities relating to a particular subject matter that appeared to have relevance to one or more of the Orientation goals. Although such activity groupings are not in themselves essential to defining training needs, they serve the purpose of partitioning into manageable segments the task of identifying specific enrollee behavioral requirements. The areas of activity that were established were based primarily on existing definitions of relevant subject matter as contained in the WIN guidelines. Changes were made only to the extent necessary to ensure that each area of activity represented:

- A category of behavior familiar to WIN staff members
- A homogeneous grouping of behaviors with a common functional theme
- Minimum overlap with other areas of activity

Twenty-two areas of activity were tentatively identified by subgoal:

<u>Subgoal I</u>	<u>Subgoal II</u>	<u>Subgoal III</u>	<u>Subgoal IV</u>
Food	Self Concept	Job Searching	Job Performance
Clothing	Vocational Goals	Job Application	Employee Relations
Residency	Personal Hygiene	Test Taking	Company Policies
Health	Grooming	Interviewing	Union Policies
Child Care		Job Assessment	
Family Relations			
Money Management			
Transportation			
Community Resources			

The identification of required enrollee behaviors was based on these 22 areas of activity. Within an activity area, specific behaviors were identified and stated in such a manner that each:

- Delimited a meaningful and measurable unit of performance.
- Described what the enrollee/trainee must be able to do.
- Related to the enrollee/trainee rather than to the instruction or the instructor.
- Appeared meaningful to representative members of the WIN staff.

Analysis of activity areas by training analysts resulted in the tentative identification of 60 behaviors, each of which fell into one of the following three categories (14):

- (1) Specific Task. This refers to a specific activity, the performance of which has value in and of itself under a given set of conditions. It has a clear beginning and end, and is typically performed within a short period of time. Examples of specific tasks that were identified include:
 - Secure food stamps and/or surplus commodities.
 - Clean teeth, hair, and skin.
 - Supply information requested on employment application forms.
- (2) Generalized Skill. This refers to a specific activity that is performed in a variety of related but not identical situations. It is a skill, for instance, that is not limited to a single set of circumstances. Examples of generalized skills that were identified include:
 - Shop comparatively for various foods.
 - Find possible places of residence.
 - Contact needed community service agencies.

- (3) Generalized Behavior. This refers to a general manner of performance or way of behaving. It is not so much a skill as a way of doing things. It is similar to a personality trait, but one that can be modified through training. Acquisition of moral codes, and the internalization of values and concepts needed in real world situations, are included in this category. Examples of generalized behaviors that were identified include:

- Desire to obtain employment.
- Maintain an awareness of interviewer criteria used to evaluate potential employees.
- Establish good relationships with fellow employees.

Distinctions among these three categories are not always clear. A generalized skill may resemble a generalized behavior, or in another instance it may appear to be task specific. Despite such possible conflicts, subsequent curriculum development is benefited by attempting to state behavioral requirements in terms of performances expected of trainees at the completion of instruction.

The 60 behaviors tentatively identified are listed by activity area for the four Orientation Training subgoals in Table 1.

Supporting Skills and Knowledge

Having defined the meaningful units of performance most likely to be relevant to the enrollee on completion of Orientation Training, training analysts then identified the supporting skill and knowledge requirements. These skill and knowledge elements represent, in general, the working level components of instruction that the trainee must acquire if satisfactory performance of the required trainee behaviors is to be attained. Their derivation was based on two premises: (a) learning to read, write, and do simple arithmetic was not within the purview of Orientation Training and should serve as a prerequisite, and (b) skill and knowledge elements should be stated at a level of detail that would bridge the gap between the broader statements of required enrollee behavior and the WIN instructor who is ultimately responsible for preparing instructional content.

Following a procedure described elsewhere (15) an analysis of the 60 enrollee behaviors led to the identification of over 300 supporting knowledges and skills (Appendix A). Each represents an action element or a knowledge (factual or conceptual) element that is necessary in the course of learning to perform some required enrollee behavior. For purposes of standardization in the phrasing of skill and knowledge requirements, statements of knowledge begin "Know . . .," and statements of skill begin "Know how to . . ."

In regard to attitude requirements, behavior may be viewed as having both a skill and knowledge component ("how to do it") and a motivational/attitudinal component ("willingness to do it"). However, it would be inefficient to devote training time to the "willingness to do it" aspect of each behavior. So, from the beginning of this project it was our premise that all affective or attitudinal requirements would derive from the area of self concept. If an enrollee's self concept could be improved, it was assumed that the affective element of other behaviors would also be improved. Moreover, an improvement in one's feeling of self-worth and desire for self-sufficiency depends on an awareness of psychological needs that would be fulfilled through such a change. Thus, in addition to knowledge elements derived for behaviors in the self-concept area, a list of personal goals was prepared that could be evaluated for relevance to the typical WIN enrollee, along with the other behavioral requirements identified. The purpose in obtaining information about personal goals is discussed further in Chapter 3.

Table 1

Activity Areas and Enrollee Behaviors

SUBGOAL 1. To enable an enrollee to meet home and family responsibilities so that he/she is able to attend to the demands of employment.

Food: To provide a balanced diet

- Secure food stamps and/or surplus commodities
- Plan meals that are nutritionally balanced
- Shop comparatively for various foods

Clothing: To provide sufficient clothing

- Select appropriate types of clothing
- Shop comparatively for clothing items
- Maintain appearance of clothing

Residency: To sustain a place of residence

- Find possible places of residence
- Choose a suitable place of residence
- Maintain an awareness of safety hazards and standards in the home

Health: To establish good health on part of self and family members

- Secure professional medical services
- Prevent unwanted pregnancies
- Administer commonly used commercial medicines
- Maintain an awareness of sound health practices in the home

Child Care: To provide adequate child care

- Arrange to have children supervised while enrollee is in training or at work
- Evaluate the quality of care and supervision children receive

Family Relations: To establish good family relations

- Maintain an awareness of the personal needs and rights of family members
- Plan a schedule of household chores for self and family members
- Plan a schedule of joint family activities

Money Management: To effectively manage income

- Plan a budget of household and personal expenses for self and family members
- Maintain a record of household and personal expenses
- Set up a savings account
- Establish an acceptable credit rating
- Select sources of credit that are lowest in cost

Transportation: To travel

- Ride on public transportation systems
- Shop comparatively for an automobile
- Arrange for transportation in a "car pool"

(Continued)

Table 1 (Continued)

Activity Areas and Enrollee Behaviors

Community Resources: To secure services provided by the community

- Contact needed community service agencies
- Use community recreational and cultural facilities
- Use community educational facilities

SUBGOAL II: To enable an enrollee to develop an understanding of factors affecting career choice and to acquire attributes prerequisite to the attainment of employment goals.

Self Concept: To strengthen self concept

- Maintain an awareness of one's self-worth
- Maintain an awareness of ability to improve upon present circumstances
- Maintain an awareness of ability to make worthwhile contributions to others
- Desire to obtain employment

Vocational Goals: To establish vocational goals

- Choose between immediate employment and further full time training
- Maintain an awareness of personal strengths and weaknesses in choosing a vocational field

Personal Hygiene: To improve personal hygiene

- Clean teeth, hair and skin
- Maintain an awareness of health hazards and standards while caring for body

Grooming: To improve personal grooming

- Groom hair, nails and skin
- Maintain an awareness of body condition acceptable to others in social or work situations

SUBGOAL III. To enable an enrollee to seek and obtain full time employment appropriate to capabilities and career expectations and interests.

Job Searching: To search for a job

- Find potential job openings
- Make initial contact with potential employer

Application: To apply for a job

- Supply information requested on employment application forms
- Maintain an awareness of employer criteria used to evaluate employment application forms

(Continued)

Table 1 (Continued)

Activity Areas and Enrollee Behaviors

Test Taking: To take written tests

- Maintain an awareness of good test taking procedures
- Respond to multiple choice, true-false, open end question formats
- Mark answers on standardized answer sheets

Interviewing: To interview for a job

- Supply information requested in an employment interview
- Obtain information relevant to the acceptance or rejection of the position if job offer is received
- Maintain an awareness of interviewer criteria used to evaluate potential employees

Job Assessment: To assess a job offer

- Evaluate ability to meet job requirements
- Evaluate the opportunities which the job provides to meet long term vocational objectives

SUBGOAL IV: To enable an enrollee to sustain employment and advance within a chosen field commensurate with ability.

Job Performance: To perform job assignments

- Maintain an awareness of established work standards while performing assigned job tasks
- Maintain an awareness of established work standards regarding attendance and punctuality

Employee Relations: To develop good working relations

- Establish good relationships with fellow employees
- Establish good relationships with supervisors

Company Policies: To work within company policies

- Maintain an awareness of employer rights while holding a job
- Maintain an awareness of fringe benefits employees receive as compensation for work performance
- Maintain an awareness of advancement opportunities

Union Policies: To work within union policies

- Maintain an awareness of employee rights regarding working conditions on the job
- Maintain an awareness of union regulations pertaining to membership, dues and employment

Chapter 3

SURVEY OF ORIENTATION TRAINING NEEDS

The lists of enrollee behaviors and skill and knowledge components identified in the first phase of the project (Chapter 2) were considered to be only a first approximation to actual enrollee performance requirements. Before requirements could be used in developing guidelines for Orientation Training, it was essential that they be studied by WIN staff members at the operational level who had firsthand experience with the training needs of enrollees. These expert judgments were obtained by means of a nationwide survey questionnaire. The development, administration, and results of the questionnaire are described in this chapter.

The major purpose of the survey was to determine the critical behaviors that an enrollee must be able to perform on completion of Orientation Training in order to meet the goals of this portion of the WIN program. This information could then be used as the basis for proposing nationwide curriculum guidelines. Secondary purposes of the survey were to obtain information on:

- Personal goals of typical WIN enrollees.
- Skills and knowledges important to the performance of required behaviors.
- Typical conditions under which an enrollee would normally be required to demonstrate a behavior, and acceptable standards of performance.
- Local Orientation Training practices and program constraints.

PROCEDURE

Construction of the Survey Questionnaire

The questionnaire was divided into three major sections. Section 1 dealt with critical enrollee behaviors (or "Activities" as they were termed in the questionnaire). Section 2 dealt with supporting behavioral data: personal goals, skill and knowledge requirements, and performance conditions and standards. Section 3 had to do with characteristics of the local Orientation Training component.

Enrollee Behaviors. The 60 behaviors identified in the initial phase of the project were the basis for Section 1 of the questionnaire. Here, the intention was to obtain judgments of experienced WIN staff members as to the pertinence of these behaviors, and other behaviors they might add, as Orientation Training needs. Respondents were asked to rate each behavior (Activity) on three dimensions:

- How *important* accomplishment of the Activity was to the overall goal of WIN.
- How *many enrollees* could perform the Activity before entering the WIN Program.
- How *likely* it was that enrollees would learn to do the Activity during the WIN Program from a source other than Orientation Training.

Rating of an Activity was to be done separately on each dimension by writing in a number on a scale of 0 to 7 where, depending on the dimension, 0 was "one of the most unimportant," or "none of the enrollees," or "very unlikely," and 7 represented respectively "one of the most important," "most of the enrollees," "very likely." The

order in which Activities were listed was varied over questionnaires in an effort to neutralize possible sequence biases of raters. Two complete listings of the Activities were included to provide separate ratings for female and male enrollees. In both cases, space was provided for respondents to add and rate Activities that they thought should be included.

In preparing this section of the questionnaire, it was assumed that for a given Activity, the greater its importance, the fewer the enrollees able to perform it, and the lower the likelihood of learning it elsewhere, the greater the training need.

Supporting Behavioral Data. The first part of Section 2 was designed to obtain data on the type and importance of personal goals characteristic of typical WIN enrollees, the purpose being to identify likely motivational factors for use later in guiding the development of certain portions of the instructional program.¹ A tentative list of 22 personal goals included such things as: "To have a feeling of success and achievement," "To have a stable and happy family life," "To have a home or apartment with modern conveniences." (See pages 29 and 30 of the questionnaire, Appendix B.) These were provided with space for additions along with instructions for the respondent to rate each in terms of (a) importance of the goal to the typical WIN enrollee, (b) the number of enrollees who have already reached the goal on entering WIN, and (c) the likelihood that the goal can be obtained through the type of employment that enrollees normally obtain. An eight-point (0-7) scale, as described above, was used by respondents in rating the goals.

Skill and knowledge requirements were presented in the next part of the questionnaire. To keep the overall questionnaire of reasonable length, requirements for only *one* of the original behaviors were included.² The behavior (Activity) was presented along with its skill and knowledge components. The respondent was instructed to use the eight-point scale in rating each component as to its importance to enabling satisfactory performance of the Activity. Space was also provided for additional skill or knowledge components and their judged importance. Skill and knowledge structures of the behaviors were derived analytically in the initial phase of the study, and substantial changes were not anticipated. The primary intent was to obtain added verification as to the relative importance of skill and knowledge elements so that if it were necessary later to pare curriculum content, a priority basis would be available.

Following the skill and knowledge components for the Activity, questions were asked about (a) the types of conditions under which the behavior would have to be performed, and (b) indicators characteristic of satisfactory or unsatisfactory performance. Specifically, the respondent was asked to:

- List some important real-life circumstances over which enrollees have little control, yet which might limit their performance of the Activity.
- List some specific things that enrollees fail to do that suggest their inability to perform the Activity satisfactorily.

This information was to be used in the development of training objectives that require conditions and standards data (Chapter 4).

The last part of this section of the questionnaire was for any new Activities that may have been added in Section 1. The format was the same as in the previous part, and respondents were to write in any new Activity, add its skill and knowledge

¹ It would have been preferable to obtain ratings directly from enrollees, but because of the heavy demand on enrollees' time during the period of this study, it was believed to be advisable to use the less direct judgments of WIN staff members.

² With the number of questionnaires involved, it was possible to include each of the 60 behaviors at least three times—that is, at least three independent ratings were expected on all skill and knowledge requirements. Considering the purpose of these ratings, it did not appear that additional judgments would justify lengthening the questionnaire.

requirements, and provide conditions and standards information as they had done previously for the one prepared Activity.

Project Characteristics. A third and final section of the questionnaire was included to obtain a general description of the WIN Project and its Orientation Training component. In addition to requests for identifying information on the Projects, questions about enrollee characteristics and Orientation Training practices were asked. Major demographic characteristics of Projects, such as geographic location, racial composition, and rural-urban setting, were intended for use in analyzing differences in training needs. Other enrollee characteristics and local Orientation Training practices data (e.g., size and length of training classes, approximate reading level of typical enrollees, current methods of training) were to be considered as possible constraints on subsequent instructional program development.

Before mail-out, the draft questionnaire was evaluated by experienced WIN teams in Kentucky who provided suggestions for both content and format. The final version of the questionnaire is given in Appendix B.

Administration of the Survey Questionnaire

Because of the continuing growth of the WIN Program during the period of this study¹, it appeared that a representative picture of training needs could best be achieved through maximum coverage with the survey instrument. Contacts with WIN administrators at the regional, state, and, on occasion, the Project levels led to the identification of 247 WIN Projects nationwide that met the following criteria for inclusion in the survey: (a) the Project had been in operation for at least three months, and (b) it had an Orientation Training component. Authorization was received to mail questionnaires to 226 Projects. Project Directors were asked to forward the questionnaire to their most experienced WIN team. Detailed instructions for completing the questionnaire were included (Appendix B).

One hundred eighty-five usable questionnaires were returned. The number of mail-outs and returns is shown by Manpower Administration Region in Table 2.

Table 2

Regional Distribution of Survey Questionnaires

Manpower Administration Region	Approximate Number of Established Projects With Orientation Training Components	Number of Questionnaires Mailed ^a	Number of Usable Questionnaires Returned	Return (Percent)
1	12	12	7	58
2	27	27	22	81
3	26	26	26	100
4	32	32	28	87
5	51	51	40	78
6	26	26	21	81
7	14	14	11	78
8	17	17	15	88
9	32	11	8	73
10	10	10	7	70
Total	247	226	185	82

^a Does not include information copies of questionnaire sent on request to regional or state administrators.

¹ The survey was conducted during August–November 1970.

RESULTS

Critical Enrollee Behaviors

Ratings of Activities in Section 1 of the questionnaire were tabulated for female and male enrollee target groups, and further data compiled on the following Project characteristics: Manpower Administration Region, rural-urban location, racial composition, and age of enrollees. For each Activity, a median rating on the three rating dimensions was computed for the total number of Projects and each subclassification. The medians are shown in Appendix C along with definitions of each subclassification.

The behaviors were screened from the standpoint of their criticality as Orientation Training needs, using two approaches. The first involved evaluating median ratings against a predetermined three-part criterion of criticality: (a) median rating on "importance to WIN goals" of 4 or higher, indicating that it is one of the more important behaviors, (b) median rating on "number of enrollees who can perform it" of 3 or less, indicating that less than half of the enrollees are able to perform it on entry to WIN, and (c) a median rating on "likelihood of acquiring it elsewhere in WIN" of 3 or less, indicating that it is unlikely to be learned elsewhere.

Applying this multiple cut-off criterion, only 18 of the behaviors qualified when medians for all Projects' ratings on male or female dimensions were considered. Of these, only two behaviors qualified on this criterion over all regional, locale, race, and age subclassifications—and these for only male enrollees. Obviously this criterion was too stringent. It was possible, for example, for a behavior to have a high rating of importance, yet be just short of meeting either of the other two criterion factors.

Another way of screening the behavior is on the basis of a cumulation of the three ratings. That is, by first reversing the scales for median "number of enrollees" and "likelihood" ratings, then adding these to median "importance," a summary index of criticality is obtained. This was done, and the distribution of behaviors for female and male groups noted. Ten behaviors were consistently low on this scale, for both female and male enrollees, so these 10 behaviors were deleted from the original list of 60:

- Secure food stamps and/or surplus commodities
- Find possible places of residence
- Choose a suitable place of residence
- Secure professional medical services
- Administer commonly used commercial medicines
- Ride on public transportation systems
- Shop comparatively for an automobile
- Arrange for transportation in a "car pool"
- Maintain an awareness of health hazards and standards while caring for body
- Groom hair, nails, and skin

Write-in behaviors provided by respondents in Section 1 were then evaluated. Over 150 such additions were recorded, most of which were unusable because they either (a) failed to specify a meaningful unit of performance, (b) were judged to be beyond the scope of Orientation Training as defined by WIN goals, or (c) overlapped substantially with behaviors in the original list. In evaluating the remaining statements, a reasonable amount of replication among the "write-ins" was required before adding any new behavior to the revised list of 50 that had been established by consensus as training needs. On this standard, only two qualified. "Write-ins" pertaining to these two behaviors occurred several times, whereas others were typically mentioned only once or, at most, twice. One had to do with "awareness of legal services," the other with "awareness of job opportunities." The former was added to the list of critical enrollee behaviors, and the latter was used in a revised statement of one of the existing behaviors.

Based upon these analyses, the preliminary list of enrollee behaviors and the areas by which they were grouped were revised (Table 1). The area of *Residency* was dropped, as two of the three component behaviors were deleted; the remaining behavior pertaining to awareness of safety hazards in the home was relocated under *Health*. The entire area of *Transportation* was deleted; *Personal Hygiene* and *Grooming* were consolidated; as one behavior in each area was dropped. The final two Activity areas were consolidated (into *Company and Union Policies*), although this was done for simplification rather than from survey results. In addition, the behavior "Maintain an awareness of legal services" was added under *Community Resources*, and the first behavior under *Vocational Goals* was revised to read "Maintain an awareness of the availability, requirements, and opportunities of jobs in the labor market."

In summary, the original list of 60 behaviors was reduced to 51 (10 deleted, one added) which were allocated among 18 areas of activity. These critical behaviors were the basis for developing training objectives that are discussed in Chapter 4. Ratings of the behaviors were also used further in preparing curriculum guidelines covered in Chapter 5.

Personal Goals

Median ratings of "importance to the typical enrollee" and "likelihood of attaining the goal through expected employment" were computed for each of the 22 personal goals.¹ With the exception of two goals, median ratings were uniformly high on both dimensions, ranging from 5 to 6 ("relatively important" to "one of the most important") on the importance dimension, and from 4 to 6 ("likely" to "very likely") on the likelihood dimension. Moreover, little variation was noted among medians computed for the various project subclassifications. The two exceptions mentioned were (a) "To graduate from college" which received a median rating of 2 on importance ("relatively unimportant") and 2 on likelihood ("unlikely"), and (b) "To enable their children to go to college" which had a median importance rating of 4 and a median likelihood rating of 3. Apparently in the view of WIN staff members almost all of the listed goals were of importance to enrollees and stood a good chance of being attained through employment.

To obtain some additional data on personal goals directly from enrollees, a small study was run locally. A revised list of 42 personal goals was prepared that included the original 22 plus 20 goal statements obtained from write-ins on the national survey. These were presented to 66 female enrollees in Louisville's WIN Orientation component, with instructions to rate each goal (using the standard eight-point scale) in terms of importance to them. These goals are listed in Appendix D in order of rated importance. As before, most of the ratings were at the upper end of the scale. Only the last six averaged in the "unimportant" range. The first six, on the other hand, received no more than one rating in the "unimportant" half of the scale. It should be noted that no measure was taken of present level of goal attainment, so it is entirely possible for a goal to have been rated as important and still be reasonably satisfied (e.g., "To live in a home free of rats, roaches, and health hazards").

No further analyses of personal goals were pursued, as the purpose was simply to get some idea as to the more important sources of potential motivation that could be used as guidance in development of instruction.

Supporting Behavioral Requirements Data

Limited information was available from the survey regarding additional skills and knowledges, or requirements pertaining to conditions and standards of performance. By

¹ Because of their very high correlation with ratings on "importance," ratings on a third dimension, "number of enrollees who have this goal," were omitted.

design, only three respondents provided this supporting data on any one of the 60 behaviors, and the data were meager. The information which was provided, including ratings of the importance of skills and knowledges to satisfactory performance of a behavior, was used in the preparation of training objectives and in a revised list of skill and knowledge requirements (Chapter 4).

Characteristics of Orientation Training Components

In addition to data on Project characteristics that were used in analysis of training needs, other information was obtained from the final section of the questionnaire. The size of Orientation classes was found to range from 1 to 40 trainees with an average of about 13. An enrollee in a typical Project spends about five hours a day in class, although this ranges from as little as one hour to as many as seven, depending on the Project. The length of Orientation Training was reported as varying over Projects from 4 to 21 days, with an average of 12. According to estimates by Project staff, approximately 35% of enrollees read at or below the sixth-grade level.

To the degree possible, these statistics were considered in the instructional development phase of the study. They were not, however, viewed as hard and fast constraints.

Other information from this section of the questionnaire, such as reasons for job dropout and suggested subjects for addition to Orientation Training, was used to verify training needs identified previously.

Chapter 4

BEHAVIORAL OBJECTIVES

The development of training objectives is the essential first step in effective training program design. These objectives when stated in behavioral terms comprise a set of specifications for development of training. They permit each element of a training program—lesson modules, practical exercises, and tests of trainee accomplishment—to be evaluated in terms of responsiveness to needs of trainees in the ultimate life or work situations in which they must eventually perform. When adhered to, in the design of the training program, objectives also ensure that no unnecessary content is included in the program.

The preparation of two types of behavioral objectives is described in this chapter:

- Terminal objectives, which designate what the WIN enrollee must be able to do on completion of Orientation Training.
- Enabling objectives, which designate what the enrollee must know or be able to do in order to meet the terminal objectives.

PROCEDURE

Training needs resulting from analysis of the survey data were the basis for development of training objectives.

Terminal Objectives

Statements of terminal objectives were based on the following criteria:

- Statements should pertain to the enrollee/trainee, not to instructional content, methods, or the instructor.
- Statements should describe what the trainee must do, not what has to be done.
- Statements should reflect important constraints in the life or work situation where performance is required.
- Statements should include, wherever possible, information on behavior criteria that are indicative of satisfactory performance.

To meet these criteria, each objective was composed of three structural elements: (a) the behavior to be exhibited by the trainee, (b) the conditions that affect performance of the behavior, and (c) the standard or criterion of performance to be met.

Behavioral elements for the terminal objectives were based on the 51 enrollee behaviors that resulted from the survey. In most cases, a behavior was translated directly into the behavioral element of a terminal objective.

The *condition element* of an objective included those essential and definitive factors that limit or facilitate execution of the behavior. Information on conditions was available in responses to that portion of the survey questionnaire which asked for "... important real-life circumstances ... which might limit performance ..." (p. 35, Appendix B). Since many of the objectives were to fall in the category of generalized behaviors, and since generalized behaviors by definition are required under a wide variety of conditions, no

attempt was made to delineate all of the life and work situations that might be relevant. Rather, two basic points were emphasized in formulating statements of conditions:

- (1) Situational factors that delimit performance. Of the variety of dimensions to be considered in obtaining a clear definition of performance situations, two were of particular importance in view of the many generalized behaviors to be learned in Orientation Training. These were:
 - Specifying the limits or range of the required behavior (e.g., "Given a work situation involving one or more co-workers, ...").
 - Identifying limiting factors in the environment that affect the outcome of performance but do not directly pertain to performance capability (e.g., "Lacking a means of transportation ...").
- (2) Resources that facilitate performance. Here, attention was given to identifying special aids that would assist performance, thereby reducing the complexity of learning requirements to be placed on trainees during the short span of Orientation Training (e.g., "Given ... the use of any printed reference sources, ...").

The *standards element* of an objective consisted of the criteria on which successful execution of the behavior is judged. Standards were based on questionnaire responses describing "...specific things that enrollees fail to do ..." (p. 35, Appendix B), and on the training analysts' judgments of behavioral requirements. In general, two types of standards were used:

- (1) Behavioral outcomes, which indicated important conditions or products expected to result from the satisfactory performance of a behavior (e.g., "[Enrollee's] ... record of expenses accounts for 95% of income available for that [budgeting] period").
- (2) Representative actions, which include typical descriptive features of a response that are acceptable indications of the desired behavior (e.g., "Recognizes the factors that may have contributed to (her/his) successes and failures").

In each case the point of reference in setting standards was that they reflect actual end-of-training performance needs, yet also provide a realistic basis for subsequent development of training and particularly of tests for training evaluation.

Enabling Requirements

Enabling objectives are the immediate instructional goals considered prerequisite to trainee attainment of terminal objectives. They are designed to guide the preparation and organization of learning experiences, and are composed of skill and knowledge requirements necessary to bridge the gap between where the trainee is at the beginning of training and where he should be at the end.

Normally, an enabling objective contains statements of performance conditions and standards along with the behavior element, as was described for terminal objectives. The prescription of conditions and standards of performances that are necessary to enable attainment of a higher order (terminal) objective usually involves either considerable expertise in the content areas of training or some experimental trial-and-revision work. As neither was available here, formal statements of conditions and standards for enabling behaviors were not attempted. So rather than enabling *objectives*, the terms "enabling requirements" and "instructional goals" have been adopted.

Enabling requirements for a terminal objective consist of the revised set of skills and knowledges necessary for trainee attainment of the terminal objective in the WIN Orientation setting. Write-ins and ratings by WIN staff of the importance of skill and knowledge requirements were weighed by training analysts, and in cases where agreement

was found, items were revised, deleted, or added, to form the final version of enabling requirements.

The instructional goals mentioned represent the next stage in translating behavioral requirements into training requirements and are discussed in Chapter 5.

RESULTS

The 51 terminal objectives complete with conditions and standards resulting from this analysis are listed in Appendix E. Each is written in narrative form with the conditions element first, the enrollee behavior next, and the standards element last. Also listed in Appendix E are the 261 skill and knowledge requirements that were identified. These are grouped under the terminal objectives to which they apply.

As mentioned, these objectives and behavioral requirements served as the point of departure in development of the instructional program for Orientation Training.

Chapter 5

INSTRUCTIONAL PROGRAMS

Steps taken in preparation for instructional development have been described up to this point; rationale and procedures used in preparing the instructional program are presented in this chapter. There is also an overview of results.

The objective of the instructional program phase of the project was viewed as having two parts:

- (1) Development of detailed guidelines for use by instructors in the preparation and delivery of training to include instructional goals, methods, media, and procedures for each training module.
- (2) Development of broad guidelines for use by training administrators in determining local curriculum needs.

DEVELOPMENT OF INSTRUCTIONAL MODULES

Instructional development was organized around the 18 Activity Areas resulting from earlier conceptual and survey efforts. Training guidelines were prepared by area, each area then being termed an "instructional module." As indicated below, a module was composed of "instructional units," which became the building blocks of the training program.

Procedure

Instructional development began with a translation of terminal behavioral objectives into instructional goals. Terminal objectives are derived independently of their instructional feasibility (14); adoption of a terminal objective directly into the instructional program is often precluded by considerations of cost, time, and training resources. Although they remain the model for designing instructional goals, adaptations of terminal objectives into revised statements of instructional goals were necessary in several cases. These modifications were usually based on practical assumptions such as: financial resources would not permit the actual borrowing of money as a training exercise; actual job behaviors could not be demonstrated by the trainee without a job; the verification of practice of birth control measures would not be feasible.

Another primary consideration in formulating instructional goals was the scope of the behavior specified in a terminal objective, as indicated by its skill and knowledge components. That is, from the standpoint of effective trainability, should the behavior be subdivided, should it be combined with another, or should it be left as stated. This is largely an art, and this series of decisions was made by a training analyst for all terminal objectives. A total of 59 instructional goals were identified, each stating a training outcome in terms of the trainee (e.g., "Trainee will be able to determine when and where to seek assistance concerning legal problems"). As mentioned earlier, no attempt was made to provide explicit conditions and standards for instructional goals. However, by using terminal objectives as the final performance criteria, these requirements should emerge through continued trial and revision of the training program.

An instructional unit, including training method(s), media, and a lesson outline, was prepared for each instructional goal.

Methods and Media. Recommended methods and media were based upon the latest educational technology (16, 17, 18). A wide variety of approaches were used including lectures, panel discussions, field trips, role playing, group discussions, self-instruction, films, case histories, tutoring/counseling, performance aids, peer contact, and practical exercises. These were prescribed as judged to be effective for the instructional material for the training population by the training analyst. Some were used more widely than others, with group discussions and practical exercises predominating. The instructor lecture method was avoided, being supplanted by mediated information presentations or authoritative speakers where the communication of information was required.

Although instructional goals translated job and home environments into the training setting, every attempt was made to establish a job-like, performance-oriented environment for training. The learning experiences were designed to bring approximations of real world constraints and needs into an artificial training environment. For example, one unit proposes the play of an "Employee Game" that involves the use of small monetary rewards ("raises") being given the trainee for being punctual, following instructions, adhering to rules, and so forth, in the training ("work") setting. This general type of approach to employability training has been suggested elsewhere (19).

Another approach used extensively in prescribing training methods was that of performance aids. Substantial savings in training time can often be realized by simply giving the trainee a printed aid or diagram for reference as needed in some later act, rather than training him to do it unaided. Performance aids were included as frequently as possible. For example, in the Job Application module the trainee, instead of *learning* what to provide and in what form it is needed, is to prepare a detailed and accurate resume of typical information required on application forms for use later in job application.

Small group interactive techniques were emphasized in the program. The major purpose in avoiding lecture-centered training was to attain a trainee interactive environment, the benefits of which are well documented (20). A positive affective environment can best be achieved through small group interactive techniques. These techniques are used extensively in the module pertaining to Self Concept. Because of its importance to the overall program, the approach taken in instructional development for the self-concept area is described more fully below.

Self Concept. The basic purpose of this instructional module was to enhance the motivation of the enrollee to seek and maintain employment. Without this affective component in the program, the success of the entire program would be seriously jeopardized. In developing an approach to training, it was assumed that the enrollees (a) would have to be convinced that they already possessed the personal qualities necessary for success in employment, or that they possessed the potential for acquiring these qualities, and (b) would become aware that employment would allow them to attain personal goals that could not otherwise be attained. In addition, it was necessary to take into account the previous histories of the enrollees. Most have probably failed in many previous endeavors, such as school or early employment; as a result, they would be particularly susceptible to discouragement. Work or training difficulties that other people would easily cope with could cause the enrollee to lose all motivation to maintain employment. In a recent study by Goodwin (21), it was found that WIN enrollees are as dedicated to the work ethic as are other people who work regularly; however, it was also found that trainees who experienced failure during subsequent work become even more accepting of welfare. Training in this area would therefore have to be designed not only to enhance motivation to seek employment, but also to sustain it, despite work difficulties.

To counteract the history of early failures, instruction was designed to lead to the enrollee's attributing previous failures to environmental factors rather than to intrinsic personal factors. Since many personal qualities, such as intelligence and physical dexterity, are extremely difficult to change, a person who felt inadequate would find it difficult to maintain a high degree of motivation particularly during periods of stress that are inherent in most training programs on jobs. However, once the person believes that these previous failures were due to factors in the environment, he would continue to have hope that success could still be obtained despite temporary setbacks. Based on Heider's (22) model of attribution, instruction was designed to allow the enrollee to attribute previous failure to the environment, and previous success to himself. Once the enrollee can rationalize in this manner, there would be increased hope that success in employment could be obtained.

To further enhance the likelihood of a shift in self concept occurring, instruction was to be presented by small-group methods. Previous research has shown that the members of a group establish norms for behavior, and exert influences upon each other toward conforming to these norms (23). Since the enrollees in the program would share a norm regarding employment, it was expected that small-group discussions would make the norm more salient. The resulting group process pressures would therefore cause the enrollees to desire employment to an even greater degree.

Despite the motivation created by the program itself, difficulties during employment would be expected to cause a subsequent loss in motivation and feelings of discouragement. To counteract these consequences, a technique developed by Janis and Hoffman (24) was included in one instructional unit. The technique requires that each enrollee telephone another enrollee once a day, and that these calls be continued even after termination of the program. During these telephone contacts, an enrollee who experiences difficulties on the job would have someone with whom to discuss problems. The listener would then reinforce motivation by reinstating the group norm.

Finally, to make the enrollees aware of how their own behavior and attitudes could affect success during employment, role-playing techniques were used. In this manner, a non-threatening situation would be created in which the enrollee could experience directly the consequences of certain behavioral patterns.

Results

The product of this phase of the program is in the form of the 18 instructional modules, each consisting of from one to nine instructional units. A module contained the following:

- A summary sheet listing the terminal behavioral objectives covered, component skill and knowledge requirements, and a brief description of the proposed instructional unit(s) corresponding to each objective.
- One or more instructional units consisting of (a) the instructional goal, (b) method of instruction, (c) required materials, (d) a suggested instructional procedure, (e) content notes indicating alternate methods of instruction or other relevant comments, and (f) an instructional outline showing in chart form the relationship between instructional steps and the trainee enabling requirements.
- Illustrations or sample content materials, where expected to be helpful to an instructor.
- Trainee performance tests applicable to the module (Chapter 6).
- References pertaining to content materials and sources of additional subject matter found useful in developing the module.

The modules have been published separately from this report (13); however, as an illustration, Module I (Vocational Goals) is provided in Appendix G.

An overview of the entire instructional program is shown in Table 3.

Table 3

Overview of Instructional Units and Suggested Schedule

Modules	Instructional Units	Method of Instruction	Estimated Length (Hours)	Suggested Day (20-day Cycle)
A. Food	A.1 Nutrition	Film and Discussion	1	AM - 16
	A.2 Menus	Handout, Discussion, and Practical Exercise	2-3	AM - 16
	A.3 Food Buying	Sound Filmstrip, Handout, and Discussion	2	PM - 16
B. Clothing	B.1 Adequate Clothing	Field Trip (Lecture and Demonstration) and Practical Exercise	3	AM - 7
	B.2 Appropriate Clothing	Color Slide Presentation and Discussion	1	PM - 7
	B.3 Clothes Buying	Performance Aid and Discussion	1/2	AM - 7
	B.4 Clothing Care	Demonstration and Performance Aid	1-2	PM - 7
	B.5 Clothing Repair	Film Loops and Work Center	1/2	AM - 2*
C. Health	C.1 Conception	Film and Question-Answer Session	1	AM - 17
	C.2 Birth Control	Illustrated Lecture, Discussion, and Handout	1	AM - 17
	C.3 Health Practices	Lecture, Discussion, and Practical Exercise	1	AM - 17
	C.4 Home Safety	Discussion	2	PM - 17
D. Child Care	D.1 Child Care	Performance Aid, Practical Exercise, and Discussion	1-2	AM - 11
E. Family Relations	E.1 Child Needs	Lecture and Discussion	2-3	AM - 10
	E.2 Family Chores	Practical Exercise and Discussion	2	PM - 10
F. Money Management	F.1 Budgeting	Performance Aid and Practical Exercise	2-4	AM - 9
	F.2 Saving	Film and Discussion	1	PM - 19
	F.3 Credit Practices	Film and Discussion	1	PM - 9
	F.4 Borrowing	Acted Demonstrations, Discussion, and Performance Aid	1	PM - 9
	F.5 Credit Rating	Practical Exercise and Discussion	1	PM - 9

(Continued)

Table 3 (Continued)

Overview of Instructional Units and Suggested Schedule

Modules	Instructional Units	Method of Instruction	Estimated Length (Hours)	Suggested Day (20-day Cycle)
G. Community Resources	G.1 Telephone Usage	Film, Filmstrip, and Practical Exercise	2	PM -- 2
	G.2 Telephone Directory	Filmstrip and Practical Exercise	1	PM -- 2
	G.3 Community Services	Performance Aid, Demonstration, and Practical Exercise	1-2	AM -- 3
	G.4 Legal Aid	Practical Exercise and Discussion	1-2	PM -- 8
H. Self Concept	H.1 Self Worth	Role Playing and Discussion	1-2	PM -- 3
	H.2 Personal Contributions	Lecture and Discussion	1-2	AM -- 4
	H.3 Interpersonal Behavior	Role Playing and Discussion	1-2	PM -- 3
	H.4 Success and Failure	Lecture, Discussion, and Case History	1-2	PM -- 1
	H.5 Educational Opportunities	Handout and Lecture	1	PM -- 4
	H.6 Personal Capabilities	Lecture and Discussion	1	AM -- 4
	H.7 Cooperative Behavior	Role Playing and Discussion	2	PM -- 4
	H.8 Personal Goals	Case Histories and Discussion	1-2	PM -- 1
	H.9 Commitment to Employment	Peer Influence	1/2	AM -- 1*
I. Vocational Goals	I.1 Vocational Information	Self-instructional Center and Guidance Counseling	1	AM -- 2*
	I.2 Long and Short Term Goals	Discussion	1	AM -- 5
	I.3 Aptitudes and Interests	Tutoring by Guidance Counselors	1/2	AM -- 2*
	I.4 Goal Setting	Rap Session	1	AM -- 5
	I.5 Personal Appearance	Film and Discussion	1-2	AM -- 6
	I.6 Promptness	Film and Discussion	1	AM -- 5
	I.7 Prejudice	Panel Discussion	2-3	AM -- 18
	I.8 Inconsiderate Behavior	Role Playing and Discussion	1-2	AM -- 6
	I.9 Improving Personal Traits	Individual Guidance by Staff	2-4	AM -- 8
			2-4	AM -- 20

(Continued)

Table 3 (Continued)

Overview of Instructional Units and Suggested Schedule

Modules	Instructional Units	Method of Instruction	Estimated Length (Hours)	Suggested Day (20-day Cycle)
J. Grooming and Hygiene	J.1 Grooming and Hygiene	Film, Demonstration, and Discussion	2-3	PM - 5
K. Job Searching	K.1 Employment Resources	Handout	1/2	AM - 12
	K.2 Job Searching	Performance Aid, Demonstration, and Practical Exercise	2-3	AM - 12
L. Job Application	L.1 Job Application	Practical Exercise	2-3	PM - 12
M. Test Taking	M.1 Test Taking	Lecture, Practical Exercise, and Discussion	2	PM - 11
N. Job Interviewing	N.1 Job Interview Information	Film, Role Playing, and Discussion	2-3	AM - 13
	N.2 Interviewee Behavior	Film, Role Playing, and Discussion	2	PM - 13
O. Job Assessment	O.1 Transportation	Practical Exercise	2	PM - 6
	O.2 Job Satisfaction Factors	Film Montage and Discussion	2-3	AM - 14
	O.3 Job Future	Case Histories and Discussion	1-2	PM - 14
P. Job Performance	P.1 Job Performance	Continuing Practical Exercise	1	AM - 1*
Q. Employee Relations	Q.1 Supervision and Cooperation	Practical Exercise and Discussion	2-3	AM - 15
	Q.2 Work Relations	Panel and Discussion	1-2	PM - 15
R. Company and Union Policies	R.1 Employer Rights	Discussion	1	AM - 19
	R.2 Fringe Benefits	Performance Aid and Discussion	1/2	PM - 18
	R.3 Job Promotion	Panel and Discussion	1-2	PM - 18
	R.4 Employee Rights and Unions	Resource Booklet	1/2	AM - 19

*Estimated time given for these units is for familiarization only. Each of these requires additional instructional time either on a continuing or periodic basis.

CURRICULUM PLANNING GUIDELINES

It was recognized that all enrollees may not need training in all 18 areas for which instruction was developed. Because of local constraints on training, principally time and money, it may not be possible to cover all areas. Moreover, it is likely that because of the varying needs of enrollees from one WIN location to another, training in all areas would be neither required nor desirable. Clearly, some guidance in tailoring local curricula would be helpful to training administrators. It was also recognized that once a local curriculum was defined, guidance in scheduling administration of the curriculum would be needed.

To assist local administrators in analyzing their Orientation Training needs, determining a curriculum, and scheduling instruction, curriculum planning guidelines were prepared.

Procedure

Two types of guidance were developed for use in tailoring instructional programs to specific local needs. One involved the use of the survey results in summarizing enrollee training needs of demonstrated relevance nationwide. Here abbreviated statements of the 51 enrollee behaviors resulting from the survey were listed as "topics," and their relevance keyed to various types of WIN Projects in terms of rated importance, need, and likelihood of coverage elsewhere. This information was placed in tabular form so that an administrator could readily see what training needs are reported for projects similar to his. This information should be useful in aiding curriculum selection.

Another form of potential assistance in curriculum design was provided in the form of a pretest of enrollee training needs. Development of the pretest is discussed in the following chapter; briefly, it consisted of checklists covering 11 of the 18 instructional areas and was designed for convenient administration during the enrollment process. Scoring guidelines enable pretest results to be quickly translated into a profile of individual or group training needs among the 11 areas measured. The individual profiles should be useful in tailoring individual curricula; or, if fully individualized training is not possible, the overall group profile could be used in adapting a curriculum to each Orientation class.

As a final aid to curriculum planners, a suggested instructional sequence was developed that scheduled all 59 instructional units over a 20-day training cycle. Scheduling was based chiefly on practical considerations such as (a) begin with units that may facilitate later learning, (b) introduce recurring activities early, (c) bring together units to simplify training or testing requirements, (d) retain important functional context relationships, and (e) provide variety in instructional methods. The schedule was prepared as an example, recognizing that administrators may be bound by any number of additional local constraints affecting the sequencing decision.

Results

More detailed descriptions of these guidelines and procedures for their implementation are provided in detail under "Determining the Curriculum" in the companion report on this project (13). However, because of its general interest, the chart summarizing nationwide priorities of Orientation Training needs is shown as Table 4. The table is keyed as follows:

- A topic rated as *important* for female enrollees in the national survey has an *F* entered; if rated as important for male enrollees, an *M* was entered; if important for both, an *MF* was entered.

- The above entries for a topic were placed in the ESSENTIAL column if the behavior represented in the topic had been rated as possessed by "few" or "none" of the enrollees entering the program; if rated as being possessed by "about half the enrollees," the entry was placed in the DESIRABLE column.
- Finally, if a topic had been rated as "likely" to be presented in another part of the WIN program, the entry was identified with an asterisk. Topics covered in the Enrollee Pretest are so marked. Also, added at the end of the table are topics that received low-importance ratings nationwide, but which had been rated as important for some segments of the trainee population.

Table 4

Summary of Nationwide Orientation Training Needs

	Trainee Need		
	Essential	Desirable	Pretest
Subgoal I To Enable an Enrollee to Meet Home and Family Responsibilities So That He (She) Is Able to Attend to the Demands of Employment			
A. Food			✓
1. Menu Planning		F	
2. Comparative Shopping for Food		F	
B. Clothing			✓
3. Selecting Work Clothes		MF*	
4. Comparative Shopping for Clothing	M	F	
5. Maintaining Clothing		MF*	
C. Health			✓
6. Preventing Unwanted Pregnancy	M	F*	
7. Health Practices in the Home		MF	
8. Safety Hazards in the Home		MF	
D. Child Care			✓
9. Arranging Child Care Services	M*	F*	
10. Evaluating Quality of Child Care	M*	F*	
E. Family Relations			✓
11. Needs and Rights of Family Members		MF	
12. Scheduling Family Activities	MF		
13. Scheduling Household Chores	MF		
F. Money Management			✓
14. Budgeting Expenses	MF		
15. Recording Expenses	MF		
16. Savings Accounts	M		
17. Sources of Credit	MF		
18. Establishing a Credit Rating	MF		
G. Community Resources			✓
19. Contacting Community Service Agencies	M*	F*	
20. Recreational and Cultural Facilities	MF		
21. Educational Facilities	MF*		
22. Legal Services		MF	

(Continued)

Table 4 (Continued)
Summary of Nationwide Orientation Training Needs

	Trainee Need		
	Essential	Desirable	Pretest
Subgoal II To Enable an Enrollee to Develop an Understanding of Factors Affecting Career Choice and to Acquire Attributes Prerequisite to the Attainment of Employment Goals			
H. Self Concept			
23. Self-worth	M*F*		
24. Ability to Improve	M*F*		
25. Contributing to Others	MF		
26. Desire to Obtain Employment		M*F*	
I. Vocational Goals			
27. Awareness of Job Opportunities	M*F*		
28. Personal Strengths and Weaknesses	MF		
J. Grooming and Hygiene			✓
29. Personal Cleanliness		M*F*	
30. Effects of Body Condition		M*F*	
Subgoal III To Enable an Enrollee to Seek and Obtain Full-Time Employment Appropriate to Capabilities and Career Expectations and Interests			
K. Job Searching			
31. Potential Job Openings	M*F*		
32. Initial Employer Contact	M*F*		
L. Application			✓
33. Employment Forms	M*F*		
34. Employer Criteria	MF		
M. Test Taking			✓
35. Test Taking Procedures	MF		
36. Responding to Question Types	MF		
37. Standardized Answer Sheets	MF		
N. Interviewing			✓
38. Supplying Interview Information	F	M	
39. Evaluating Job Offer	MF		
40. Interviewer Criteria	MF		
O. Job Assessment			
41. Transportation Requirements	MF*		
42. Long-Term Opportunities	MF		

(Continued)

Table 4 (Continued)
Summary of Nationwide Orientation Training Needs

	Trainee Need		
	Essential	Desirable	Pretest
Subgoal IV To Enable an Enrollee to Sustain Employment and Advance Within a Chosen Field Commensurate With Ability			
P. Job Performance			
43. Established Work Standards	M*F*		
44. Attendance and Punctuality	M*F*		
Q. Employee Relations			
45. Fellow Employees		M*F*	
46. Supervisors	M*	F*	
R. Company and Union Policies			
47. Employer Rights	M*F*		
48. Fringe Benefits	F*	M*	
49. Advancement Opportunities	M*F*		
50. Employee Rights	MF		
51. Union Regulations	MF		

NOTE: The following topics were considered to be DESIRABLE only for those trainee groups designated.

Male Trainees

Subgoal I, A. Food, 1. Menu Planning: Programs in Regions IV and X. (Note that this topic may already be presented in other parts of the WIN program in Region X.)

Subgoal I, A. Food, 2. Comparative Shopping for Food: Programs in Regions IV, IX, and X. All programs for Black trainees.

Female Trainees

Subgoal I, F. Money Management, 16. Savings Accounts: Programs in Regions II, V, VI, and VIII. All Urban programs, particularly those for older and younger trainees (not as important for middle-aged trainees).

Chapter 6

EVALUATION INSTRUMENTS

No training program is complete without a set of tools and procedures for evaluating its quality. Training evaluation has two purposes:

- To determine whether trainees have met the instructional objectives on completion of training.
- To identify weaknesses in the instructional program.

Achievement of both purposes is essential to maintaining a responsive and viable training program.

Another aspect of evaluation, one that is seldom addressed in the development of training systems, is the measurement of trainee achievement *before* training. This capability is useful particularly in programs having a wide range of objectives, limited training time and resources, and trainees with varied backgrounds.

Instruments and guidelines for accomplishing both aspects of training evaluation were developed for WIN Orientation Training and are described in this chapter.

DEVELOPMENT OF AN ENROLLEE PRETEST

Knowledge of enrollees' training needs on entry into Orientation Training offers two potential advantages: (a) from the standpoint of the enrollees' welfare, training can be directed to areas of greatest need; (b) from the point of view of the trainer, who is usually limited in time and resources, training can often be reduced in scope. To assist WIN staff members in tailoring Orientation Training to the particular needs and constraints of local programs, a pretest was developed for evaluating enrollee training needs prior to their entering the Orientation Component of the program.

Procedure

An overriding consideration in determining a method of pretesting was ease of administration. The intent was to develop a series of brief objective measures covering relevant areas of behavior which could conveniently be given and scored during the enrollment process. An approach was adopted using checklists that in some cases could be completed by the enrollee, and in others by the interviewer or counselor at the time of enrollment.

Need for testing was the other major consideration in pretest development. In the interest of economy, it was desirable to limit the scope of the pretest to the more usable data. Some of the 18 candidate areas in the training program were clearly more important than others to the *majority* of WIN enrollees. As the typical enrollee will have had little or no experience in selecting a job or getting along on a job, the areas of Vocational Goals, Job Searching, Job Assessment, Job Performance, Employee Relations, and Company and Union Policies, were excluded from the pretest. Self Concept was also excluded chiefly because of apparent widespread agreement on its status as the most fundamental training need in programs of this sort. In short, these seven areas represent topics that are highly likely to be covered for all enrollees in most Orientation programs,

and time spent identifying them as individual areas of need would therefore not be justified.

The remaining 11 areas, on the other hand, tend to represent sectors of a person's normal life activities. It was expected that most enrollees would have had some experience or exposure to them, although enrollees may vary considerably in the degree to which they have benefited from this experience and to which they are able to demonstrate efficient and adaptive behavior. Possible exceptions are Test Taking, Job Interviewing, and Job Application, which although less familiar to the typical enrollee, are relatively easy to assess as part of the WIN enrollment process.

Six checklists were designed for completion by the enrollee, and five for completion by a WIN interviewer during or immediately following an Enrollment interview. In the self-administered checklists, enrollees are asked to provide information about their behavior by checking items or supplying short answers to questions descriptive of their normal practices (e.g., checking foods eaten in the past few days). Checklists for use by the interviewer involved itemized ratings of such things as enrollee appearance or enrollee responses during the interview (e.g., checking items indicative of acceptable grooming, behaviors characteristic of good test-taking practices). Procedures for scoring the completed checklists enabled the scorer to quickly classify an enrollee by area as either "needs training" or "no training needed."

Results

The 11 checklists in the Enrollee Pretest covered the following areas:

- Diet
- Health
- Child Care
- Family Activities
- Finances
- Community Resources
- Clothing
- Hygiene and Grooming
- Test Taking
- Interviewing
- Application Forms

Checklists for the first six areas were designed for completion by the enrollee; those for the remaining five, by the interviewer. A sample checklist from each group is in Appendix F. A complete pretest and a more detailed explanation of its use are presented in the separate report on the instructional program (13).

DEVELOPMENT OF TRAINEE PERFORMANCE TESTS

Procedure

To serve the purposes of training evaluation listed earlier, measuring instruments are necessary. A variety of approaches have been used by training administrators in attempts to carry out the evaluation function; these include instructor judgments of training success, inspections by supervisors, opinions of trainees, and very commonly, examinations measuring student retention of facts. All are inferior to the use of performance tests—tests that require the trainee to perform whatever is stated in the training objectives, those training objectives being what he should be able to perform upon completion of training.

Limitations on time and resources often preclude the use of true performance tests, but every effort should be made to use tests that are as relevant as possible to the training objectives. Under ideal circumstances, test development is straightforward—one simply creates the conditions for performance that are given in the training objectives, asks the trainee to perform the behavior (given in the training objective), and scores trainee response in terms of the performance standard (also given in the objective).

This model approach was followed as faithfully as possible in this program, but in many instances the test developer's notion of the ideal had to give way to the practical.

The same 51 terminal objectives that guided development of the instructional program were used. Tests were developed from the information provided in the objectives and in accord with the following criteria:

- (1) Test method should be relevant to the objective being measured, that is, requires trainee to demonstrate the behavior or its facsimile under conditions that are as realistic as possible.
- (2) Time required for test administration be kept to a minimum.
- (3) Tests be suitable for group administration wherever possible.
- (4) Procedures for administration and scoring be simple.
- (5) Test method should require minimal academic skills.

These criteria were carefully considered in the preparation of every test, yet seldom was it possible to meet all of them. The last criterion was typically the most difficult to achieve without substantial sacrifices in criteria 2, 3, and 4. Compromises were made, but many of the resulting tests require that enrollees be able to read and write. In some instances, of course, reading and writing are necessary to performance (e.g., taking an employment test or filling out an application blank). Of concern were other instances in which the printed word was used as a means of simulating a situation, or the written word was required of the trainee in simulating his behavior. This occurred in testing on the selection of a child care facility when rather detailed printed descriptions of alternate facilities must be read by the trainee in order to make a choice; or, in testing on planning for emergency child care where the trainee is required to express a plan in writing.

A pitfall was carefully avoided in preparing the tests, by *not* requiring trainees to write or otherwise *report* knowledge of some topic. Knowledge was in many cases measured as a substitute for performance but, in all cases, the trainee was required to demonstrate application of this knowledge in *doing* something, even though the task may have been simulated through paper-and-pencil media.

Realistic performance tests were possible in some instances. For example, because it was a routine real-life practice and would not take class time, the test for Terminal Objective 2 ("shop comparatively for food") proposed that the trainee actually buy groceries to meet a prepared three-day menu. Other examples include requirements to open a savings account, find a job opening, contact a potential employer by telephone, take a test, and fill out an application blank.

A complete form of the test was prepared wherever possible. However, in the occasional instance where the test developer either (a) had insufficient knowledge of the content area, or (b) expected considerable variations in content among WIN Projects, only sample test items were prepared.

Scoring procedures were included for all tests. Usually these procedures were based on the performance standard given in the training objective to which the test pertains. Scoring procedures normally were checklists of essential elements of trainee response that could easily and objectively be processed.

Results

Sixty-six tests and major subtests were developed for use in evaluating enrollee accomplishment in WIN Orientation training. Although based upon terminal objectives, tests did not always emerge in one-to-one correspondence with objectives. Occasionally, a single test with supplemental scoring was all that was necessary to measure two objectives; more frequently, however, additional tests or subtests were prepared for one objective.

Specimen tests are shown in Appendix F. The complete set of tests and scoring procedures is included as part of the instructional modules presented in the companion report (13). Also provided are suggestions for efficient use of the tests in program evaluation.

Chapter 7

TRAINING FOR VOCATIONAL ASSESSMENT: A STUDY OF INSTRUCTIONAL EFFECTIVENESS

BACKGROUND

An important aspect of the WIN program is the selection of an occupational field for the enrollee and the development of a work/training component that will prepare him or her to enter that field. Selection of the occupational field is guided by both job and enrollee considerations. The occupation selected must provide an entry-level income that is above the poverty level *and* provides an opportunity for upward mobility. In addition, the occupation must be congruent with the enrollee's capabilities and personal goals. To meet this latter requirement, vocational assessment is conceived as a cooperative—or even enrollee-directed—process that ensures that the enrollee's preferences and goals are met. The outcome is a job selection that meets the enrollee's personal needs and leads to high motivation, since the enrollee was a part of the decision process.

Actually, this "cooperative process" in practice, is typically highly staff-directed. There are at least three reasons for this—each reason based on perceived or actual enrollee behavior.

First, there is at least the implication that enrollees are strongly oriented to the present and, therefore, tend to select occupations on the basis of immediate characteristics (e.g., starting pay level, experience requirements, number of entry-level job openings). Such behavior negates the consideration of delayed, future-oriented considerations (e.g., job security, opportunity for advancement, training or educational benefits). As a result, a selected occupation may provide an above-poverty income, but will seldom allow upward mobility—and without it, the employee will soon become dissatisfied and leave the field, usually to return to an unemployed status (25).

Second, it is believed that the enrollee does not have the knowledge of measures, or indicants, of human abilities and capabilities, or of the varying requirements and characteristics of different vocational paths that is basic to good vocational assessment or decision.

Third, even with a future-orientation and a knowledge of human and job factors, the enrollee would not possess the tools, or methods, necessary to develop the optimum capability for job selection.

Of the three reasons, probably the last is the only one that is valid. Certainly the extensive educational requirements for vocational counselors and the wide use of counselors at all educational and job levels suggests that this technology is not possessed by even the above-average applicant; nor could it be provided within a relatively short training period. However, while the assumption of a present-orientation among the poor is prevalent (26), it has been shown to be without empirical proof (27). There is, in fact, every indication that it is untrue. Finally, while enrollees may not presently possess a knowledge of human and job factors, the apparent success of recent vocational guidance programs with similar groups suggests that this knowledge is trainable within a relatively short time (28).

Thus, it appears that enrollees may already have the future-orientation required for vocational assessment and might obtain a basic knowledge of human and job factors.

Further, a relatively brief period of training might also provide an enrollee with at least a basic understanding of vocational assessment methods. Armed with this knowledge, the enrollee might be able to engage in the desired cooperative approach to the selection of an occupational field.

EXPERIMENTAL STUDY OF EFFECTIVENESS OF INSTRUCTION

The purpose of this study was to estimate the effectiveness of a series of instructional units, included as part of the employability orientation component of the WIN program, in preparing the WIN enrollee for active participation in the vocational assessment process. The instructional units provided information on personal goals, human abilities, job characteristics, and job assessment methods. A secondary purpose of the study was to obtain an indication of the initial level of knowledge possessed by WIN enrollees in each of these areas, and thereby, the specific needs for training. Particular emphasis was placed on the time orientations of enrollees—present or future.

PROCEDURE

Trainees. Ninety-one female WIN enrollees—four consecutive orientation classes from a local WIN office—participated in the study. The classes included 20, 25, 21, and 25 enrollees, respectively.

For the study, the first two classes were considered “control” and received no training in vocational assessment (no training related to vocational assessment was included in the regular orientation provided by the WIN office). The last two classes were “experimental” and received the experimental training program in vocational assessment. The types of training were not counterbalanced, as the instructors thought that experience with the experimental program would influence their regular teaching procedures when training the control classes.

No attempt was made to influence enrollee assignment to classes for purposes of the study. However, statistical tests of the enrollee characteristics, as presented below, indicated no significant differences between the control and experimental groups. Averages for the enrollees were:

<u>Class</u>	<u>Age</u>	<u>School Grade Completed</u>	<u>IPAT (G)*</u>	<u>MAT** Verbal</u>	<u>MAT** Arithmetic</u>
Control	24.8	10.5	92.5	8.0	6.8
Experimental	23.6	10.5	91.8	8.5	7.3

*IPAT = Institute of Personality and Ability Testing

**MAT = Metropolitan Achievement Test—Verbal = Word Knowledge and Reading;
Arithmetic = Arithmetic Computation and Arithmetic Problem Solving

Instructors. The classes were taught by four regular instructors from the WIN office. Personal data on instructor characteristics follows:

<u>Title</u>	<u>Years of Experience</u>	<u>Age</u>	<u>Sex</u>	<u>Degree and Major</u>	<u>Other Education</u>
Asst. Director – WIN	4	26	M	B.A. Sociology	Guidance and Counseling
Sr. Employment Counselor	2	25	F	B.A. Sociology	—
Employment Counselor	1	23	F	B.A. English	Vocational Counseling
Interviewer Aide	3	30	F	—	Elementary Education, Guidance, and Counseling

Each instructor wrote the lesson plans and obtained the training information and materials for the instructional units he or she presented. Instruction was based on a draft of the instructional units as shown in Appendix G. Little additional aid was provided to the instructors by HumRRO personnel except for an initial briefing of procedures and purpose and a cursory review of the final lesson plans for each instructional unit.

Experimental Instruction. As shown in Appendix G, nine instructional units were included in the experimental program. Four units were directly relevant to vocational assessment: Vocational Information, Long- and Short-Term Goals, Aptitudes and Interests, and Goal Setting. Five units were peripheral to vocational assessment, but were thought to provide for personal and job requirements relevant to job selection: Personal Appearance, Promptness, Prejudice, Inconsiderate Behavior, and Improving Personal Traits. The latter units were presented within a context of job selection based on differential job requirements and relevant personal attributes.

With the exception of Vocational Information, all units were conducted as lecture-discussion sessions with major emphasis placed on discussion. For Vocational Information, a vocational file was placed in the main classroom to provide materials describing job data and requirements. Six jobs were highlighted in separate file folders to demonstrate relevant characteristics of jobs normally considered by WIN enrollees: Dental Hygienist, Child Care Worker, Homemaker, Key Punch Operator, Legal Secretary, and Teacher Aide. For each of these jobs, 28 items of information were provided. Entry-level data presented training/education and aptitude requirements, experience requirements, number of job openings, applicant/opening ratios, initial pay level, and special barriers to employment. Typical working conditions were described in terms of job duties, working hours and days, working environment, physical demands, and types of contact with people. Advancement opportunities presented career ladders with personnel density for each step, special requirements for success, probabilities of advancement, security, fringe benefits, and types of on-the-job advancement training opportunities. The file also contained training programs from representative vocational schools, business schools, and colleges located in the area. Additional information was provided through use of the Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide to Health Careers in Kentucky, and other documents.

Class time was scheduled at the beginning of the orientation component for introduction to the vocational information file and for explanation of the materials and their use. Enrollees could use the center as desired during free time and could discuss materials with the WIN staff.

The experimental instructional units were scheduled during the regular two-week orientation component. Particular units were scheduled to be presented within a relevant context of regular training. Each of the nine units was planned for approximately one hour of class time—nine hours of total training time.

Evaluation Instruments. Three types of measures were obtained to estimate the effectiveness of the experimental training (Appendix H).

The first measure listed 17 job characteristics that were rank ordered by the enrollee on the basis of importance to job selection. Included in the listing were four long-range characteristics (security, advancement opportunity, additional training or education opportunities, and fringe benefits); three short-range characteristics (job openings, starting pay, and previous experience requirements); five personal preference characteristics (use of cognitive abilities, dealing with people, work with hands, work pacing, work alone, and meaningfulness); and four characteristics of general working conditions (physical environment, physical demands, working hours, and barriers to employment).

The second measure provided information on six vocations from which the enrollee was to choose the one she would "most like" and was "best suited for." The enrollee then listed reasons for liking that vocation and her strengths and weaknesses with respect to it. (A parallel measure of "least-liked" vocation was later deleted because of trainee difficulties in describing characteristics relevant to that vocation.)

The third measure was a rating scale enabling the staff to estimate present and future potential for each enrollee. Data on background characteristics, educational level, physical attributes, and counseling status were provided by the WIN counselor. Social and personal factors were rated by the instructor.

All measures were administered at the completion of the orientation component. In addition, each of the four instructors was asked to write a summary critique of the experimental instruction. Two instructors complied with this request (Appendix H).

RESULTS AND DISCUSSION

The ultimate criterion for the effectiveness of training in factors affecting vocational assessment is the proficiency with which the enrollee is able to select a vocational field. Unfortunately, this criterion was not available for the present study as it was believed that further enrollee-directed activities would serve to cement a particular job choice in the enrollee's mind, thereby interfering with later counselor-directed vocational selection (particularly if the enrollee choice was not realistic). Rather, an inference must be made from enrollee performance on each factor to the assumption that similar performance would be manifest if actual enrollee-direction were permitted.

The factors relevant to vocational assessment were stated as: (a) consideration of long-term personal goals; (b) realistic appraisal of personal preferences, strengths, and weaknesses; and (c) suitability for the selected job.

Goals. The ratings for long- versus short-term goals were compared by examining four pairings:

<u>Long-Term</u>		<u>Short-Term</u>
Security	—	Number of job openings
Opportunity for advancement	—	Starting pay
Fringe benefits	—	Starting pay
Offering additional training or education	—	Little previous experience required

The percentage of enrollees who rated the long-term goal higher than the short-term goal for the respective pairings was 87, 47, 51, and 84 for the control group and 77, 54, 24, and 77 for the experimental training group. These percentages indicate that enrollees *do* include future considerations in their vocational plans, that is, they are not completely present- or near-term oriented. In fact, while the differences between groups were not statistically significant (chi square = 2.15 with 1 degree of freedom), the assessment training may have resulted in focusing enrollee attention on other goals, thereby lowering the effects of long-term considerations on vocational assessment.

In this regard, it is interesting to note a previous study of over 30,000 men and 2,000 women job applicants (29). The results of that study indicated that, while men rated "security" and "advancement" high in the list of job needs, women rated "type of work" (work that is interesting and which you like) as most important. For these women, security, advancement, and benefits were much less important and did not differ significantly from short-term needs such as pay. While a direct comparison can not be made with the women taking part in the HumRRO study, it appears they are at least as future oriented in their stated job needs as were the women in the earlier study.

Whether stated needs are utilized in actual job selection is a second question. For the job the enrollee selected during the second part of the vocational assessment test, the two factors they designated "*most liked*" about the job were classified according to type of personal goal. The percentages of enrollees who gave the several types of reasons for selecting a job were:

	<u>Long-Term</u>	<u>Short-Term</u>	<u>Personal Preferences</u>	<u>Working Conditions</u>
Control	6	8	51	35
Experimental	15	7	47	31

The results indicate that most reasons for job selection were personal preferences related to the type of job (e.g., helping people, working with hands, dealing with people, and dignity) or desired working conditions (e.g., work at own pace, inside work, and regular working hours). The experimental training group tended to base their selections more on long-term goals, but the percentage of long- and short-term goals used for selection was still small.

Finally, when the reasons for job selection were related to the enrollees' rating of importance to job selection (Part I), only 66% of the reasons given by each group had been rated above the average for importance. Thus, neither group appeared to base job selection predominantly upon characteristics they consider important.

It appears that enrollees do place more value on long-term than on short-term goals, but are more influenced by personal preferences and working conditions when they select a specific vocation. Thus, goals as such are not directly related to job selection. Nor did the experimental training appear to significantly increase the enrollee's ability to utilize stated goals during vocational selection.

Self-Appraisal. Two indices of realism in the enrollee's appraisal of her own abilities were examined. First, the type of job the enrollee rated as important on Part I (using abilities to read, write, and think; to deal with other people; or to work alone most of the time) was compared with relevant instructor ratings on the Vocational Readiness Status (VRS) form. Second, the enrollee's statements of "strengths" and "limitations" for the job selected during Part II were compared with relevant instructor ratings on the VRS.

For the first comparison, only those abilities rated above the average on Part I were utilized. For those abilities: (a) ability to read, write, and think was compared with the VRS statements for IPAT score, mental alertness, and ability to concentrate;

(b) ability to deal with other people was compared with grooming, working with others, and emotional stability; and (c) work alone most of the time was compared with dependability and willingness to take responsibility. To receive credit for a realistic appraisal, the enrollee needed to have been rated "good" on at least one of the characteristics, and not to have received a "poor" rating on any of the characteristics.

The number of ability items rated as above average in importance to the trainee (realism in assessing abilities) and the percentage of these items that corresponded with instructors' ratings are as follows:

		<u>Cognitive</u>	<u>People</u>	<u>Alone</u>
Control	N	14	25	4
	%	64	80	75
Experimental	N	16	23	4
	%	70	85	100

Relatively few enrollees rated these abilities as important to their selection of a job (86 instances out of a possible 279). This is surprising since "helping other people" was one of the principal reasons given for selecting a particular job (Part II).

Of the high rated abilities, a relatively large percent appear to be realistic in terms of the instructors' appraisal. Again, there is a slight trend in favor of the experimental group but the differences—based on pooling the response categories—are not statistically significant (chi square = 0.371 with 1 degree of freedom).

For the second comparison, the job strengths and limitations stated in Part II were compared with VRS items thought to be relevant. "Strengths" were determined to be realistic if all relevant VRS items were rated "good." "Limitations" were determined to be realistic if they included all major relevant limitations stated by the instructor/counselor. The results are as follows:

	<u>Strength 1</u>	<u>Strength 2</u>	<u>Limitation</u>
Control	50	57	57
Experimental	65	69	77

It is apparent that the experimental training group was able to make a more realistic appraisal of their strengths and limitations. The overall difference—based on pooling the response categories—was statistically significant (chi square = 6.73 with 1 degree of freedom, $p < .01$).

Thus, while preferences for type of job were realistic, they were seldom considered important for career choice. Enrollee assessment of personal strengths and limitations in relation to a particular job were, on the other hand, not very realistic until training had been received.

Job Suitability. To determine the extent to which the enrollee was suited for the job she selected, job requirements were compared with the instructor/counselor ratings on the VRS. Comparisons were made by HUMRRO researchers. The enrollee was judged to have made a good selection if the job would present a challenge and yet was realistic in terms of her rated capabilities. The results indicated that 67% of the control group and 73% of the experimental training group chose jobs for which they appeared to be well-suited. The difference between the groups was not reliable (chi square = 0.417 with 1 degree of freedom), but both percentages appear to be reasonably high.

SUMMARY

Enrollees do appear to be future-oriented in relation to the importance they place on different job characteristics. However, they do not seem to use these goals when selecting a particular job. Rather, job selection is based mainly on characteristics concerning the type of job and working conditions. This appears to be congruent with other studies of women's job preferences and does not set the WIN enrollee apart. The major weakness demonstrated by the enrollees appears to be a lack of ability to realistically appraise their own strengths and limitations in relation to the requirements of a particular job. But, despite these seeming inabilities to apply personal goals to job assessment and to assess personal strengths and weaknesses, a reasonably high percentage of the enrollees were able to select a job for which they were qualified. One might speculate, however, as to the length of time an enrollee would remain in training, or on a job, that did not fulfill her personal goals or preferences.

While the instructional units on vocational assessment tended to increase the enrollees' capabilities, the increase was significant only with regard to appraising personal strengths and weaknesses. It is possible that the training provided knowledge of each of these characteristics without providing the tools with which to utilize that knowledge. That such was the case is suggested by the instructor's observation that "... as a result of the instruction and discussion, the enrollee tends to be much more open to her counselor and his conversations with her. The enrollee expects much more in terms of information, explanation, and advice from her counselor and, consequently, this places a greater burden on the counselor. At the same time, this type of openness and expectation is very rewarding because while both are expecting more of each other, the results tend to be much greater." (Appendix H)

Following the instructors' added suggestions for small group discussions and increasing the emphasis on application of the knowledge gained to actual job selection, might increase the effectiveness of the training (28). It is doubtful, however, that the present training units will raise the enrollee to a level of vocational sophistication that would permit completely enrollee-directed vocational assessment. But the training does appear to provide a level of vocational knowledge that permits a cooperative counselor-enrollee effort. Such cooperation should result in final selection of a job that meets both the enrollee's goals and her capabilities, and for which she is more highly motivated and satisfied, having taken an active part in the selection process.¹

¹ Subsequent to the completion of the research reported here, HumRRO completed a project for the Ohio State University that resulted in a system for identifying features of candidate jobs as they relate to the capabilities and characteristics of the student. The resulting report, HumRRO Technical Report 72-1 (30), should be useful to training personnel in developing instructional modules to help trainees relate characteristics of candidate occupations to themselves.

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AND
APPENDICES**

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Appendix A

PRELIMINARY LIST OF ENROLLEE BEHAVIORS AND KNOWLEDGE AND SKILL REQUIREMENTS

Secure food stamps and/or surplus commodities

- . Know eligibility requirements for obtaining food stamps or surplus commodities. :
- . Know where to apply for food stamps or commodities.
- . Know where to get food stamps and commodities.
- . Know how to apply for food stamps or commodities.

Plan meals that are nutritionally balanced

- . Know nutritional value of various foods.
- . Know what foods may be alternated because they have about the same kind and amount of nutrition.
- . Know the characteristics of a balanced meal.
- . Know types of cooking techniques which preserve the nutritional value of food.

Shop comparatively for various foods

- . Know types of food stores and the goods they sell.
- . Know what kinds of units are used in measuring foods.
- . Know how to figure the costs per unit of similar foods.
- . Know how to supplement purchases with home grown foods.
- . Know the results of buying on impulse.

Select appropriate types of clothing

Know what types of clothing are acceptable on various types of jobs.

- . Know what types of clothing are acceptable in various types of social settings.
- . Know what items of clothing it is acceptable to match and combine.
- . Know how to inspect and judge quality of goods and construction.
- . Know the durability and comfort of clothing made from various common fabrics.
- . Know the advantages and disadvantages of various types of under garments.
- . Know differences between fad and style.
- . Know how to read clothing labels and tags.
- . Know what types of care various fabrics require.

Shop comparatively for clothing items

- . Know the advantages and disadvantages of shopping in specialty shops and department stores.
- . Know the advantages and disadvantages of buying at various types of stores and from mail-order houses.
- . Know locations of stores which sell clothing at acceptable prices.
- . Know when clothing sales are held and what is on sale.
- . Know the basis of judging the workmanship of various items of clothing.
- . Know the sources of and the eligibility requirements for obtaining free clothing.

Maintain appearance of clothing

- . Know types of tools and materials that are available for making minor clothing repairs and alterations.
- . Know how to use tools and materials to make minor clothing repairs and alterations.
- . Know types of cleaning techniques which are safe and effective for various types of fabrics.

- . Know the advantages and disadvantages of various washing and cleaning products.
- . Know types of units used in measuring washing products.

Find possible places of residence

- . Know where to find lists of available housing.
- . Know the advantages and limitations of using each type of listing service.
- . Know how to obtain housing information from classified ads in newspapers.
- . Know eligibility requirements for obtaining public housing.
- . Know where to apply for public housing.

Choose a suitable place of residence

- . Know factors to consider when choosing an apartment or house.
- . Know eligibility requirements for low-cost government mortgage loans.
- . Know types of obligations which are incurred by renter and owner when a lease is signed.
- . Know how eligibility for welfare and WIN training is affected if the enrollee moves to a new location.
- . Know how to figure the maximum amount of money that can be budgeted for housing.
- . Know civil rights pertaining to housing practices.

Maintain an awareness of safety hazards and safety standards in the home.

- . Know what types of conditions in the home can cause accidents.
- . Know the possible results of hazards commonly found in the home.
- . Know the ways to reduce or get rid of hazards found in the home.
- . Know standards for judging safety conditions in the home.